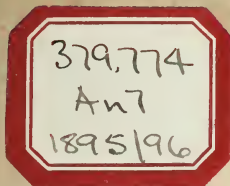


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ANN ARBOR PUBLIC SCHOOLS.



FORTY-FIRST

ANNUAL REPORT.

OF THE

BOARD OF EDUCATION.

SCHOOL DISTRICT NO. 1.

1897.

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PRESIDENT'S REPORT.

The Board of Trustees of School District No. 1, of the city of Ann Arbor, submit their forty-first annual report for the school year ending the sixth day of September, 1896.

FINANCIAL STATEMENT 1896-97—RECEIPTS.

City treasurer	\$3668 51
Town treasurer	1179 21
Primary school fund	3717 79
Fine money	50 80
Tuition	6291 25
Bonds	5500 00
Interest	41 44
Library fines	40 00
Rent, High School hall	30 00
Sundries	4 15
Overdraft Aug. 23, '97	6066 00
	\$59592 15

DISBURSEMENTS.

Teachers' salaries	\$35351 50
Janitors' fees	1785 00
Fuel	1081 86
Repairs	1165 26
Improvements	668 08
Insurance	449 40
Bonds	3000 00
Interest	580 35
Supplies	1088 67
Cleaning	131 25
Care of grounds	67 50
Gas	189 98
Water	250 00
Freight	55 73
Third ward addition	3172 85
Fourth ward, janitor's house	635 00
Library, expense	664 30
Library, purchase of books	272 24
Commercial dept.	64 40
School apparatus	905 07
Rent	240 00
Census	75 00
Election	19 25
Office expense	38 49
Officers' salaries	375 00
Truant officer	100 00
Catalogues and reports	110 25
Electric power	22 19
Advertising	12 50
Gymnasium	417 00
Diplomas	52 01
Commencement expense	38 50
Incidentals	18 20
Overdraft August 24, '96	6501 32
	\$59592 15
Overdraft	\$ 6066 00
Outstanding warrants	218 94
	\$ 5847 06

ESTIMATE OF RECEIPTS.

Mill tax	\$ 7000 00
Primary school fund	4000 00
Tuition	6300 00
Balance	34496 00
	\$51796 00

ESTIMATE OF EXPENDITURES.

Teachers	\$37025 00
Janitors	1750 00
Librarian	500 00
Secretary and treasurer	375 00
Truant officer	100 00
Bonds	2000 00
Interest	380 00
Gas	150 00
Water	200 00
Fuel	2050 00
Improvements, rep. and incidentals	1000 00
Insurance	200 00
Overdraft	6066 00
	\$51796 00

The bonded indebtedness of the district is \$9,500.00, due as follows:

\$2,000 due Feb. 1, 1898.
\$2,000 due Feb. 1, 1898.
\$3,000 due Feb. 1, 1900.
\$2,500 due Feb. 1, 1901.

Bearing interest at four per cent.

The balance to the credit of the library fund is \$39.64.

INCREASE.

A number of causes have combined during the past few years to increase the attendance of the pupils and the requirements on the teachers. 1st, The city has been growing, having increased one-sixth since the 1890 census; 2nd, The work of the truant officer has brought in from the streets many who formerly did not attend school; 3d, The raising of the requirements for entrance to the University has necessitated adding to the old courses, besides the offering of a new course for those who do not care to enter college.

These things in the past four years have added five teachers to the Ward

schools and three to the High School. With the new rooms and teachers have come increased expenses. In the face of this the amounts received from tuition, fine money from the courts, and the primary school money have been decreasing. Therefore, with the best economy the Board have been unable to reduce the overdraft more than \$500 during the past year. Consequently it would be advisable to raise \$33,000 by taxes for the coming year, which amount is hereby recommended.

UNIFORM TEXT-BOOKS.

By the provisions of the uniform Text-book Bill passed by the last Legislature, the state Board of Education, together with three county commissioners appointed by the Governor, shall constitute a board to select all the text-books for the primary schools. Owing to the peculiar position of the Ann Arbor schools in their close relation to the University this arbitrary interference from outside does not seem for the best interests of our students. Another provision of the bill allows an escape from its evils by the adoption of the free text-book system. But as that involves an increase of taxation of \$5,000 to inaugurate it, and of several thousands of dollars each year to maintain it, serious objections will be made. That method may operate better in large cities than in the smaller ones, because there are more poor children in the great manufacturing centres. No one is kept from our schools because of inability to buy school books, for the Board have for years purchased them for those unable to buy, and that has been done without any publicity.

An inspection of the boiler in the Tappan School showed it not only inadequate to heat the building but unsafe, because it had been crowded too much. Therefore a new boiler has been set in the basement.

In accordance with the directions of the last annual meeting a small house

has been built on the Fourth Ward School grounds for the janitor, thus effecting a long desired sanitary safeguard, both for the janitor and the scholars.

It has been decided in schools and colleges that as athletics are important to maintain sound bodies, it is advisable to have them directed properly. In line with this the control of foot ball and base ball games by the joint board of teachers and scholars has brought up clean, manly sport to a point where but little criticism is encountered. The boys are better scholars, and will be better citizens for the exercise of muscles and good health secured thereby.

Public sympathy has been with Superintendent Perry during his illness the past spring, because it was caused through his too close application to the increasing duties of the position. As the schools and studies have enlarged, more demands have been heaped upon him from schools, teachers and parents. The Board receives with pleasure the news of his regaining strength and his entrance upon the twenty-seventh year of activity in our schools. In his absence the duties were well performed by Principal Pattengill.

To the Superintendent and to the teachers we take pleasure in acknowledgment of duties faithfully performed. We take pride in the belief that we have an unusually strong corps of teachers in the High School, Grammar School and the Wards.

JOSEPH T. JACOBS, President.

SUPERINTENDENT'S REPORT.

To the Board of Education of the City of Ann Arbor—

In accordance with my duties as Superintendent, I hereby present to you my report of the Public Schools under your care for the year ending June 25, 1897.

The ordinary statistics relating mainly to enrollment and attendance are the following: The number of children in the district of school age (between 5 and 20), census of 1896, was 2,643.

ITEMS.	HIGH SCHOOL.		GRAMMAR DEPT.		PRIMARY DEPT.		TOTAL.	
	boys	girls	boys	girls	boys	girls	boys	girls
Enrollment, exclusive of transfers	341	302	335	268	582	508	1248	1078
Enrollment, exclusive of transfers	341	302	335	268	582	508	1248	1078
Total enrollment	643	583	1090	990	2083	2080	4163	3970
Average number belonging	528.17	525.59	990.80	990.80	1981.60	1981.60	3963.20	3963.20
Average daily attendance	506.81	515.75	950.20	950.20	1901.00	1901.00	3802.00	3802.00
Per cent. of attendance on number belonging	95.95	98.12	95.95	95.95	95.95	95.95	95.95	95.95
Number of non-residents	254	32	37	37	74	74	110	110
Number of men teachers	8	10	15	15	23	23	38	38
Number of women teachers	10	10	15	15	25	25	35	35
Number of special teachers	10	10	15	15	25	25	35	35
Total	180	180	190	190	370	370	550	550
Number of days school in session	180	180	190	190	370	370	740	740
Average days attendance of each pupil	150	165	165	165	315	315	630	630
Average pupils to each teacher	33	35	35	35	70	70	140	140

The number enrolled during the year was nine less than that of the preceding year, while the average number belonging was 37 more, and the average daily attendance was 27 more. Moreover, it is well to note that the per cent. of enrollment exclusive of non-residents, was 73, while the preceding year it was only 66.

130 of the pupils were neither absent nor tardy during the year, distributed as follows: High School, 25, enrollment 643; 8th grade 5, enrollment 116; 1st ward 39, enrollment 458; 2d ward 29,

enrollment 257; 3d ward 20, enrollment 289; 4th ward 21, enrollment 246; 5th ward 3, enrollment 118; 6th ward 6, enrollment 228. Several pupils have maintained their attendance intact for more than one year. They are the following:

THREE YEARS.

Leroy Childs, Bessie Earle, Albert Hall, Amelia Steeb, Albert Wurster.

TWO YEARS.

Fleda Anderson, Albert S. Benham, Walter Bancroft, Clara Bock, Clay Dell, William De Fries, Effie Godfrey, Ernest Godfrey, Theodore Gauss, Lillian Hogan, Dana Hiscock, Sophia Klager, Emily Kowalski, Anna Kettel, Lulu Lisemer, Robert Myer, George Moe, Bessie Morrison, Reuben Scott, Eugene Sinke, Clara Schaible, Lucile Stone, George Seybold, William Weinman, May Walsh, Clara Walters, Lyle Whitsit.

Here are some good object lessons for such families as permit their children to be absent or tardy for trivial reasons.

PROMOTIONS IN THE GRADES.

At the close of the year 927 pupils were promoted to a higher grade; also 431 were moved forward to the 2d semester of the same grade; in all 90 per cent. of the regular classes were duly advanced in their classification. In Feb. 298 pupils had been promoted to the next grade, making the number of promotions proper for the year 1219, distributed as follows: From 1st grade 179; 2d grade 194; 3d grade 234; 4th grade 187; 5th grade 144; 6th grade 126; 7th grade 79; 8th grade 76. This number exceeds that of preceding year by 175, due in some measure to mid-year promotions, practiced in some of the schools.

In this department of administration we have a convenient accommodation floating bridge to tide over the customary troubles of promotions. Pupils who are not clearly ready for promotion may be promoted conditionally, and granted a

trial of four to six weeks in the next grade with their class. Last year of 189 cases thus treated, 173 succeeded and 16 failed, which probably shows that in the promotion of pupils, the average judgment of teachers was too severe.

COMPULSORY ATTENDANCE.

A year ago we set out to bring into the schools all children included under the compulsory attendance law, i. e., all between the ages of 8 and 16. The work of looking up new cases and taking care of refractory ones kept the truant officer busy a large part of the year. It became necessary to send several children to the Industrial School at Lansing and to keep a strict oversight upon other cases who were let off upon suspended sentence. Nearly all of this class of children are now known and located and will be sharply looked after the coming year.

It seems probable that Ann Arbor has more than her share of vagrant children, and it is a duty we owe to them and to the community of which they will soon form an active part, to save them from the degradation and crime into which they are in danger of sinking.

CONDITION OF THE SCHOOLS.

Generally speaking, the schools are in excellent condition. A goodly percentage of the rooms will compare favorably with those of like grade in our best city schools. The teachers are hard students of their work and their pupils and are well posted in pedagogical principles, which they employ intelligently in their instruction.

Our schools do not seek for educational novelties, they do not waste much time in experimenting with fads, they practice no theatricals for entertaining visitors, but they are hospitable to new educational ideas, are on the constant lookout for fresh material and methods that are real helps, at the same time holding fast to what is known to be solid and practical in education.

SOME GUIDING PRINCIPLES.

Some of the above statements may fairly call for explanation, as grounds for acceptance. In reality, education (especially in lower grades) consists more in the deepening of impressions already made than in the multiplying of new ones. One of the most serious dangers of current educational methods is that the things taught are unrelated, scrappy, often interesting but momentary in effect, and so do not minister to growth and strength. To prevent this result, this waste of energy, there must be central ideas to which instruction ever points, by which all information lessons may be guided.

Our schools believe that excepting Arithmetic, the greater part of school instruction may be comprised under these four subjects, viz., Geography, History, Nature Study and Literature. Subject matter and means of illustration may be drawn from widely different sources, but nothing is to be selected that does not bear with some force upon one or more of the four main heads. And so the effect will often be better to confine the attention to a distinct section of one of the four divisions. More geography may sometimes be learned in a given time by studying half the globe than the whole of it; and it might be more profitable to spend a year upon *Hiawatha* than to commit to memory half a dozen such poems as good, even, as *The Children's Hour*. Good teaching then consists more largely in good grouping for intensity than any other one thing.

From what has been said it will be inferred that instruction must be made interesting. No great success can be had without it; but there are two kinds of interest; viz., (1) that which is dramatic, sensational, evanescent, and (2) that which springs from the relations of the graver, practical subjects of knowledge. This latter species is the only

productive school interest. Depending so largely upon wide knowledge, ready imagination and clear insight, it is sometimes fatally lacking in the school room. I say "fatally," as e. g., if the subject matter of a reading lesson cannot be interesting it better not be read, and so of other lessons. It must be confessed that in this way teaching sometimes lacks its most vitalizing element.

These principles include other more familiar ones which are faithfully observed in the daily work of the school.

COMPETENCY OF TEACHERS.

It is often said that a good primary teacher must be a specialist. The saying is but half the truth. The whole truth is that each of several of her branches as Kindergarten, nature study, literature, and physical culture, might well employ the skill of a specialist. In this regard, primary teaching is in marked contrast with High School work where nearly every branch has its special instructor. Considering all the conditions, it seems to me probable that the primary teacher occupies the most difficult and most responsible position in our system of schools.

In this connection it may be well to recall to mind that in my last report I suggested the possibility and hope that we might establish a training school to meet some of these conditions in the wards.

BOOKS AND READING.

The general reading and library facilities in the schools have been for some time a matter of serious consideration. Year by year it becomes more evident that the career and usefulness of our young people will depend largely upon their reading habit—taste for good books. The teachers have done much to encourage and direct the library reading of pupils; considerable poetry has been committed to memory, especially in con-

nection with nature study, but the means at command have not enabled them to satisfy the demands of their respective schools. The special need is more books suited to the degree of maturity of the various grades. Pupils should be brought into more familiar contact with the right books. The books should be in their presence, often on the teacher's table where she can bring attention to them, occasionally refer to them, give outlines of contents, or read to pupils interesting passages.

Our general library is on too small a scale for such work as this. It has occurred to me that a travelling library of 300 books for the special use of the ward schools might be established at a moderate cost. These books divided among the wards would furnish 50 books per ward, which could be interchanged as often as desired. Several schemes for procuring the books have been suggested, which can be weighed when the matter comes up for action.

HISTORY.

If possible, without overcrowding the course, we ought to give about a year more of U. S. History than we now do in the grades. If no other way seems open, I think we would be justified in putting such history in place of the regular reading in the 7th grade. All the formal history we now have in the grades is contained in Scudder's Short History of the United States, which is greatly inadequate.

PHYSICAL CULTURE.

One of the constant needs of the grades is attention to the physical condition of pupils. Some of these conditions, as proper food and clothing, while often affecting the progress of pupils in study, can be controlled by the teachers only in small degree, and then indirectly. Other conditions, as of sight, hearing, nervous ailments, etc., coming directly under the purview of the teach-

er in child study, will modify both instruction and government. Covering all conditions, it is the duty of the school management to see that pupils always have proper light, good air and sufficient, well devised physical exercises. Several years have elapsed since our schools had the benefit of expert instruction in this department of school work. A repetition of such instruction at this time would seem to be timely. If this cannot be done, there are some special facilities which, if furnished, would materially aid the teachers in their daily work of this nature.

PUBLIC EXERCISES.

As bearing on the ethical aims of the schools, I wish especially to commend to the favorable notice of patrons the public exercises held in each ward school upon kindness to animals. These exercises were carefully prepared and well received by the generous audiences always in attendance, including delegations from the Humane Society and School Board.

Patriotic exercises also were held in all of the schools, and were patronized by the G. A. R. post in the way of committees specially deputed to this service. Patriotism is a customary theme in the regular work of the schools and these exercises are intended to fasten the impressions of such instruction in the pupils' mental habit.

DRAWING EXHIBIT.

A very interesting and creditable exhibit of the work in drawing was made in the High School building at the close of the year. It included cast drawing, model and object drawing, decorative designing, and illustration from all grades, from the first to the High School. A number of the best pieces of work were sent to the annual meeting of the Western Drawing Association held at St. Louis, Mo., in March. This all implies that the drawing work in the schools is in excellent condition.

MUSIC.

I cannot willingly close this part of my report without remarking that the music never before has reached so high a degree of efficiency as it occupies at present.

HIGH SCHOOL.

This department has made an excellent record during the year of strong, successful work. The enrollment registered a trifle larger than that of the year preceding.

In number of classes and average studies per pupil, the school carried somewhat more than its normal amount of work, caused by the new requirements for admission to the U. of M. It happened that notice of the new requirements had not been received in time for us to fully adjust our program to them at the opening of the fall semester. Some of these requirements increased the work of the junior year in certain branches; the result was that the members of the Scientific and English courses, senior class, could not complete their preparatory work without carrying extra studies. Part of the sections did so, the others continued upon the old course. The outcome of all this was that at the close of the year the University generously admitted all the pupils upon the same footing.

ENGLISH.

The courses of study in the High School are now fairly well adjusted and balanced. If there is any exception I think it will be found in the quantity of English required—although in this as in other branches, we do not fail to meet the requirements of the University. At present we assign only two hours per week for General English.

Now considering the practical value of good and ready English in the affairs of life, this seems to me inadequate to a complete high school education. We ought in some way to intensify the work done in two hours, or add to it a third

hour. It is an encouraging sign that many of our pupils are specially interested in the improvement of their English speech. The several literary societies are very well sustained, both as to numbers and class of exercises.

Also during the past year the pupils, (nominally the senior class); published a quarterly periodical, The Breeze, which afforded opportunity for some additional writing and criticism. I commend this publication to our friends, and especially to the High School alumni, as a means of coming into closer touch with the school, of bringing the school into notice, and of encouraging our young friends in a laudable ambition.

THE GYMNASIUM.

I am glad to make mention here of our new gymnasium recently fitted up in the basement of the High School. It is a pleasant room 30x36x10 feet, provided with hot and cold water baths, and facilities for all kinds of indoor athletic exercises except those of the race-track and suspended rings. It is understood that the use of the gymnasium, especially in the matter of instruction will be in charge of Messrs. Springer and Jocelyn of the High School faculty. When some special fixtures and arrangements shall have been made for the young ladies, the question of physical culture in the High School will seem to be approaching solution.

VACATION.

"What shall I do with my boy in vacation?" is an annually recurring problem for many an anxious parent to solve. For many pupils the long vacation is worse than wasted; it neutralizes much of the good secured in the 38 weeks of school. Have the patrons or tax-payers any responsibility here? The question may admit of argument pro and con, but that the evil could be in some degree, remedied must be admitted on a little consideration. In the north basement of

the High School is a large room which could be easily and cheaply equipped for a class in wood-working. Some parents surely would be glad to pay a reasonable fee for instruction, perhaps enough to pay a teacher. Other kinds of work could be provided for, if desired. Such a class might well be opened also to the upper classes of the grammar department. Details can be considered as interest in the scheme may warrant. If vacation can be made a source of product instead of waste, we think an attempt should be made to bring about such a result.

The number of pupils in each of the branches taught in the High School is given below:

	BOYS.	GIRLS.	TOTAL
Astronomy-----	12	7	19
Arithmetic-----	79	53	132
Algebra-----	204	174	378
Botany-----	97	86	183
Book-Keeping-----	67	43	110
Chemistry-----	63	34	97
Civil-Government-----	55	40	95
Com. Correspondence-----	11	12	23
Com. Law-----	15	6	21
English-----	227	173	400
English Literature-----	28	32	60
Elocution-----	25	56	81
French-----	19	25	44
Grammar-----	51	12	63
German-----	65	73	138
Greek-----	41	30	71
Geometry-----	89	62	151
History, American-----	61	58	119
" English-----	20	26	46
" General-----	70	44	114
" Greek-----	20	33	53
" Roman-----	15	29	44
Latin-----	176	156	332
Political Economy-----	6	9	15
Physiology-----	12	6	18
Physics-----	97	87	184
Physical Geography-----	12	7	19
Rhetoric-----	24	31	55
Trigonometry-----	22	1	23

It may be noted in the above list that, of the sciences, those required for admission to the U. of M., as botany, chemistry and physics, have a large enrollment, while those not accredited at the University have a correspondingly small enrollment. This fact shows how greatly the preparatory idea predominates in the school; also, that, as much as it seems desirable to continue the old English course, it may become embarrassing to do so.

The Junior Exhibition was held April 12, 1897. We hear it frequently mentioned as an exceptionally strong entertainment. The program was as follows:

The Subversion of the Turkish Empire,
Henry J. Brown, Ann Arbor
A Theory Applied,
Fleda J. Anderson, Midland
Progress in Japan,
Markham Cheever, Ann Arbor
Nature's Twelve Daughters,
M. Ethel Bancroft, Ann Arbor
Character and Invention,
Willis L. Gelston, Ann Arbor
Enjoy Life While You Live,
Lucile C. Stone, Ann Arbor
A National University,
Richard D. T. Hollister, Ann Arbor
The Insurrection in the Far East,
Burns Otis, Ann Arbor
Unification of Aims,
Lydia C. Stollsteimer, Ann Arbor
The Jailbird,
Phillip L. Schenk, Ann Arbor Town

On June 23, the senior class gave a very interesting Class Day program of literary exercises in High School Hall, and then went to Whitmore Lake for the banquet.

Graduating Exercises occurred June 25, 1897, consisting of nine essays and orations by selected members of the class, presentation of diplomas, etc. The programme was well sustained, and in every particular highly creditable.

PROGRAMME.

MUSIC. PRAYER. MUSIC.

1. Cobwebs, Mary L. Bradshaw, Ann Arbor
2. Queen Victoria,
Florence L. Bowen, Ann Arbor
3. Laugh and Grow Fat,
Harry R. Brown, Chillicothe, O
MUSIC.
4. In Behalf of My Grandmother,
Bessie E. Cordley, Ann Arbor
5. Pseudo-patriotism, Jay Fox, Ann Arbor*
6. The Death of Hermes,
Clarence W. Hughes, Ann Arbor
7. Commencement Day,
Emma M. Kapp, Ann Arbor
MUSIC.
8. Finn, Lucia Lyons, Honolulu, H. I
9. Harmony Restored,
Camilla Ryan, Ann Arbor
10. A Feast of Nations,
M. Emma Taylor, Ann Arbor*
11. A Herald of Liberty,
Theo. Zimmerman, Three Oaks

PRESENTATION OF DIPLOMAS.

BENEDICTION. MUSIC.

*Excused.

LIST OF GRADUATES.

1897.

CLASSICAL COURSE.

Mary L. Bradshaw	Clarence W. Hughes
Florence Bowen	Sanford W. Ladd
Herbert A. Clark	E. Lucia Lyons
Charlotte A. Forbes	Nancy S. Phelps
Squire Fouch	William D. Whitten
Jay Fox	Theo. Zimmerman

LATIN COURSE.

Bessie E. Cordley	Frank L. Ryan
Florence W. Greene	Mary L. Stephenson
Harriet A. Hurrey	Bertha S. Stuart
Laura Mills	William A. Zinke
Lauren Mills	Daniel F. Zimmerman
Camilla T. Ryan	Theo. Zimmerman

ENGLISH COURSE.

I. Mae Alderman	Willis Kent
Grace M. Beebe	Etta M. Lennon
Grace Bowen	Louisa M. Mayer
Cora Crandall	Donna B. McLachlan
Mary M. Carson	Nellie A. Moseley
Martha Carson	Martha B. Newcomer
Rose French	Cora V. Orcutt
Emilie H. Graf	Louis K. Stanger
Jessie M. Horton	Don S. Stevens
S. Mary Horton	M. Emma Taylor
Emma M. Kapp	Fannie Van Giesen
Pauline Klager	William J. Walsh
Theresa Kearns	Blanche L. Wood

SCIENTIFIC COURSE.

Ernest J. Belser	Henri de Pont
A. Perry Biggs	Gracia B. Rhead
Vera N. Connor	Ida M. Schaible
Henry T. Danforth	Sylvester A. Seabolt
Louis M. Gelston	Aletta C. Storms
Jessie J. Heller	Herbert L. St. John
M. Allen Hoyt	Margaret J. Sturgis
Esther P. Matchett	Philip A. Speckman
Charles S. Neal	Daniel F. Zimmerman

ENGINEERING COURSE.

Emilio M. Arizpe	Walter H. Himes
A. Perry Biggs	Andrew H. McDougall
Henry R. Brown	Ralph L. Morse
Frank A. Corbusier	James E. Torrans
Emery E. Harris	Theodore L. Zealand

MUSIC COURSE.

Marie Pennell

COMMERCIAL COURSE.

Grace Baker	Gilbert C. Perrine
	M. Emma Taylor

ALUMNI REUNION.

The Alumni Association held its customary reunion and banquet Friday evening of Commencement week. The attendance was large, the greetings of graduates were many and hearty, the toast responses were apt and well said; altogether it was a gratifying occasion. Much of the success of the Association is due to the secretary, Miss Chapin, who, by correspondence has kept in touch with a large proportion of the

alumni. The following officers were elected:

President, J. Mills Gelston-----	Class of '63
Vice-President, Mary B. Cooley--	" " '91
Cor. Sec'y, Lucy E. Chapin-----	" " '79
Rec. Sec'y, Ella M. Bennett-----	" " '82
Treasurer, Carl F. Braun-----	" " '95
Executive } H. Bennett Gammon	" " '90
Committee } Minnie S. Beal-----	" " '92
} Jay Fox-----	" " '97

The teachers for the coming year are to be as follows:

W. S. PERRY, SUPERINTENDENT.

HIGH SCHOOL.

J. G. Pattengill, <i>Principal</i>	Greek and Latin
Horatio N. Chute	Physics
Levi D. Wines	Higher Mathematics
Alice Porter	Latin
Mary E. Hunt	Mathematics
Louis P. Jocelyn	Mathematics
Sara Whedon	English Literature
Jabez Montgomery	Sciences
Gertrude T. Breed	French and Latin
Durand W. Springer	Book-keeping and [Commercial Law]
Eliza R. Sunderland	History
Genevieve K. Duffy	Political Economy [and English]
Lulu B. Southmayd	Civil Government [and History]
Nancy E. Purdum	Rhetoric and English
Alice E. Rothman	German
Mary Ella Bennett	Botanical Laboratory
William H. Hawks	Physical Laboratory
Roy B. Smith	Chemical Laboratory
Eliza B. Cady	Elocution
Nellie S. Loving	Librarian

GRAMMAR AND PRIMARY DEPARTMENTS.

CENTRAL BUILDING.

Eliza C. Ladd, <i>Principal</i>	Eighth Grade.
Anna D. Robinson	" "
Abbie A. Pond	" "

FIRST WARD SCHOOL.

Clara G. Plympton, <i>Principal</i>	Seventh Grade.
Emily J. Eldridge	" "
Ruth B. Durham	Sixth "
Wilhelmina L. Bender	Fifth "
Loretta P. Saunders	Fourth "
Carrie L. Dicken	" "
Jeannette S. West	Third "
Frillie G. Beckwith	" "
Ma gie T. McDivitt	Second "
Jennie M. Seeley	First "
-----Assistant and General Substitute.	

SECOND WARD SCHOOL.

Emily Gundert, <i>Principal</i>	Fifth and Sixth Grades.
Augusta W. Walter	Fourth Grade.
Maude E. Hess	Third "
Emily R. Marshke	Second "
Malinda K. Mogk	First "
Bertha Feiner	" "

THIRD WARD SCHOOL.

Emily J. Purfield, <i>Principal</i>	Sixth Grade.
Emma C. Weitbrecht	Fifth "
Anna E. Shannon	Fourth "
Carrie A. Wheeler	Third "
Mabel A. Benham	Second "
Pauline Wurster	First "
Carrie P. Krause	" "

FOURTH WARD SCHOOL.

Annetta L. Ailes, <i>Principal</i>	Seventh Grade.
Julia A. Howard	Fifth and Sixth "
Charlotte L. Millard	Fourth "
Sarah V. O'Brien	Third "
Minnie A. Drake	Second "
Eugenia Mogk	First "

FIFTH WARD SCHOOL.

Mattie E. Goodale, <i>Principal</i>	Fourth and Fifth Grades.
Mae H. O'Hearn	Second and Third "
Anna L. Clinton	First Grade.

SIXTH WARD SCHOOL.

Lulu G. Downs, <i>Principal</i>	Fifth and Sixth Grades.
Ella L. Wright	Fourth Grade.
Elsie Grace Anderson	Third "
Louise May Cody	Second "
Sarah Ballah	First "

SPECIAL TEACHERS.

Lucy K. Cole	Music.
Mattie Cornwell	Drawing.

As I close this report I am deeply sensible of the obligations I am under to the Board not only for their cordial support in the duties of my office, but also for numerous kindnesses and favors accorded to me under circumstances peculiarly trying. My heartfelt thanks also are extended to the teachers in all departments, who, during my absence from illness, made such considerate and efficient efforts to carry on the work of the schools.

Respectfully Submitted,

W. S. PERRY, SUPERINTENDENT.

Ann Arbor, Sep. 1, 1897.

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